

**Virginia Tiered Systems of Supports (VTSS)
Professional Learnings**

Session 5

**December 12, 2013
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Developing Common Vision, Language and Practices (continued)

8:30 am – 9:30 am

Sophia Farmer, Diane Gillam, Kendall Hunt and Regina Pierce

Growing/Leveraging Leadership Through Partnership 9:45 am – 10:50 am

Rick Bowmaster, Diane Gillam, Kendall Hunt and Gina Massengill

A Critical Link to Why and School Improvement

11:00 am - 12:00 pm

Sandy Hart and Mike Hill (Office of School Improvement)

00:00:00

Ms. Hunt: We have an activity next to get you up and get you moving, and really thinking about what we've talked about this morning. Giving you some time to make some connections and synthesize this information. So we're gonna do a vocabulary activity because it's really gonna be important throughout this whole process of the VTSS adoption to have a common understanding of the language and the vocabulary they use. So let me stop for a minute, because I forgot to introduce myself. Just got right into the activity. My name is Kendall Hunt, and I work for the University of Kansas Center for Research on Learning. The project coordinator for here in Virginia working with [SPDG ?] schools and VTSS falls in that. The University of Kansas Center for Research on Learning has, has a nine year partnership with the Virginia Department of Education working on [SPDG ?] grants.

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Ms. Hunt: I am a professional developer for learning strategies and content enhancement routines, and that is what we'll focus on within this grant with your schools as an intervention. So that's who I am, and it's really nice to start to get to know some of you. All right, so back to the vocabulary activity, you have folders on your, your tables, and you also have a blue sheet that is the same as the slide up there with directions. So this is what we're gonna ask you to do, we're gonna ask you to think about, and I'm gonna go on and quit the slides because if you see the vocabulary that we're gonna work with. But we're gonna ask you to go through this process of verifying the words, we've got sticky notes there, so we want you to put each word on a separate sticky note.

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Ms. Hunt: So that'll be your first step once I put the words up here. The second step is to organize these words in a way that makes sense to you. This is for you to make connections between the words, and how this work is gonna flow. Now this is a very get started activity, you're not expected to have the absolute end all be all definition for any of these words, and I don't even know that that exists for some of these words. So you're gonna think about your background knowledge, your prior knowledge and what you've learned yesterday and this morning to make meaning of these words and the relationships that they have. All right so you'll make your own diagram any way on your folder, then you're gonna communicate and share with a partner what these words mean to you, what relationships you see, and share your reasoning for the way you sequenced them or grouped them in your folder.

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Ms. Hunt: And I'm gonna give you a couple minutes to share with a partner, and then you're gonna have some time to readjust. Okay, so what did you hear your partner say that maybe you hadn't thought about. Are there any changes you'd make in your relationships with your words on the folder. All right, and then this like I said is ongoing where you're gonna build your understanding. Because yesterday when we heard from George Batsche he talked about with students it's really important to know what knowledge they need, what do they need to know? What do they need to understand, and what do they need to do? So this is part of that understanding, building your understanding, and also know this is an activity you can go back and do with your students in your content. So if you're teaching science, are there science vocabulary words that you want to see how your students understand, and make connections, and understand relationships.

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Ms. Hunt: It's a great formative assessment tool to use with your students as you walk around and listen to the conversations. So I'm gonna put the words up, and once you're ready with everything on sticky notes you'll talk with a partner from your division. And then I'm gonna ask you to take a minute and reflect, and then talk with a partner from another division, so that you hear another perspective. So I'll kind of call time as we go through. Whoops, so here are your words. Each, each word or phrase needs to be on one post-it note, and here is just mine, and they're not any particular order. But that's what you kind of want it to look like. You can do it this way. You can turn it this way whatever works for you, but you're gonna have all ten vocabulary words on post-it notes. [Tape cuts]

Ms. Hunt: So there was a lot of good conversation about the words, the relationships, the connections. Think again about if you were to use this activity in your classroom.

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Ms. Hunt: Think about the student talk that this would generate in your classroom if you used this activity around science words, history words, words that have to do with agriculture. Whatever topic, whatever content you're teaching this is definitely something you could use as, with your students as a formative assessment. All right, so there was no right answer, no right way to do this. This is again about building your understanding. I'm gonna ask that you put these in your binder and bring them back with you when we meet again, because we're gonna get these out again. We may add words to them as your knowledge grows. Your understandings and your connections will change and so we'll, we'll go through this activity again. But I just would like to ask a couple people to share before we wrap up. [Tape cuts]

Mr. Hale: I got five minutes to talk about leadership. I'm Steve Hale.

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Mr. Hale: I'm one of the VTSS coach/consultants with the VDOE, and I just have a couple of comments. I know the divisions with the SPDG group have been at least visited once by their coach/consultant from VDOE as well as from the PBIS staff. And naturally we made our first appointments with the leadership team at the division level to introduce the concepts and let you know what might be coming in the next few years hopefully. One person that we're not mentioning today too in our leadership is we are, definitely have a solid partnership with PBIS, but we're also partnering with the Office of School Improvement, who have their, their framework and their process is going to be blended with us in this particular project.

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Mr. Hale: The, when I, I talk about leadership, about teams, team development has always been a real area for me. I was a school psychologist for 31 years, and worked with the Virginia Academy of School Psychologists, and did a lot of training about the value of teamwork at different levels. Now in the, in this particular, the leadership role there is a reason that it's the first thing we discuss. And it's the, in our eight essential components for the VTSS process there is a reason that leadership is addressed at the very initial parts. I want to make it clear that it is a, our approach is kind of top down.

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Mr. Hale: Making sure that we have the central office leadership in place, everyone has a, a role on that team, but now the, in, in our process for VTSS there are what I call three leadership opportunities. Naturally the opportunity at the central office for overseeing what goes on for the division is one opportunity. But I, we also have two other big opportunities to, for emerging leaders and for leader selection. We have three essential teams that have to be worked together, PLC teams that starting with central office we have to have a school leadership team, and then there is a central leadership that's needed at grade levels.

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Mr. Hale: Or in middle school, high school which would be maybe content areas for, for leadership in those areas for collaboration, and the opportunity to communicate and collaborate. The, naturally the, the folks at grade levels and content levels there always feeling kind of out of the loop. You know, it's like things are, decisions are made at the central office that we really never hear about, and somebody just decided to let us know. If this leadership, those, those PLCs work at central office communicating with school, school communicating down to the grade level teams, then it's gonna work really efficiently. The onus on this leadership diagram is on the principal of the school.

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Mr. Hale: I will admit that because they're the critical link between central office leadership and school leadership that trickles down to their staff at, at content or grade levels. So I can't emphasize that enough that the, that the principal is the key leader in, especially in this particular project we're working on. But I, I'd like for you to look at it as leadership opportunities rather than particular sort of like tiers. I think everybody has a, maybe has a little different perspective on what tiers mean after our discussions yesterday. I want you to feel the same way about leadership, and I guess it's kind of in a tiered model. But there are opportunities for leadership, now at the grade level and at the school level it's best if they understand that the leader, how important the leadership component is.

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Mr. Hale: I don't think it should be, and this is up to principals how they want to do this or even how they're directed from central office. But personally my experience has been best with people who volunteer their leadership skill at grade levels and content levels to be on the school leadership team. It shouldn't be selected, you know, sometimes when we select people for participation in a

project we, sometimes we choose people that we think maybe they need to understand something a little more, or that maybe this is gonna give them some new responsibility. Well really you want people who are willing to take part in leadership and volunteer to do so. Because you're gonna get more bang for your buck in that, in that way. There are many ways to, to select membership on those leadership opportunities.

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Mr. Hale: But the, in the final analysis you're gonna find that those people who really are invested are gonna give you a lot more. Also there are different ways to have meetings for leadership, and those, those can be discussed with you about how to schedule those so that you, there is frequency and opportunity for maybe even volunteers on school leadership and grade level teams to get maybe some professional development points for their, their participation in that, so.

Mr. Bowmaster: Good morning, I'm Rick Bowmaster. I'm one of the VTSS coaches as well, and it's important to remember this, we touch what we value.

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Mr. Bowmaster: Think about that, we touch what we value. Everyone in here knows Indastar, anybody not know Indastar? Okay, that's a good, oh Indastar, you'll, you will get to know it. So I'll get to spend time with you on that too, that's Dinwiddie over there. So most administrators, well no, some classroom teachers may not know Indastar if they're not on their school improvement team, so don't feel bad on that. So think about Indastar one of the indicators is that the principal will spend at least 50 percent of his or her time working directly with teachers. And that is because the principal, assistant principal they need to know what is going on in the classroom, and so to be an effective leader and to really carry through with this VTSS process you're going to have to be spending time in the classroom.

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Mr. Bowmaster: The other component of that is that you're gathering that data, and once you have data you're going to take it back and in faculty meetings you're going to be sharing your findings. So that if you do walk through observations what you want to do is say to your faculty, you know what folks this week I'm going to be coming around and I'm going to be looking at student engagement. How well are our students actually engaged in the learning process? Because if they're not engaged they're not learning. If they're sitting in front of a worksheet 80 percent of the time in a math class they're not learning. Take and gather that data over the course of the week. Maybe the next week

you're looking at teacher talk, and maybe the message is man the teachers are doing all the talking. Get off the stage and put the student on the stage.

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Mr. Bowmaster: The student should be doing the majority of the talking, you know, think about at the end of the day you see the teachers going, dragging out. And they're like thank god the day is over I made it through. It should be the children dragging out so that they're barely able to lift up to get on to that bus. And the teacher should be going woo hooo, had a great day, can't wait to go back tomorrow. So you know, all of that part is leadership, and think about the opportunity that we have because each year and as new processes evolve we have the opportunity to evolve as leaders. Think about your first year of teaching. Whether it was this year, we have a person over here first year yeah you'll survive, but then think about if you saw your class today that you had that first year I'm sorry. I really didn't know.

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Mr. Bowmaster: Come back I've really gotten better, I really didn't now. Think of that as leaders, any first year principals or first year assistant principals? Okay, think about, so most of you are experienced, think back to that first year with what you did with the faculty or what you didn't do with the faculty, what would you do differently. You know, that, that is a leadership opportunity knowing what you did and whether it was right or wrong. Yesterday when George Batsche said about, you know, if schools are in improvement then the leadership has been asleep at the wheel. That hits hard to us cause we're like, wait a minute we haven't been asleep at the wheel. You know, we're busy and we're not having tea and crumpets you know. But the message is somehow we missed leadership opportunities.

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Mr. Bowmaster: And so it's really about, leadership is about looking for those opportunities to take teachers to the next level and to take ourselves to the next level. For the central office component of leadership, think about what you do when you have your principals in front of you. When that superintendent calls you know, for those day long meetings every month, are they leadership opportunities, or are they things that can be covered in memos? Just as we have had principals change how they conduct their teacher faculty meetings and it's become more professional development your superintendent, and we'll all be meeting with the superintendents to make sure that they understand that this is a systems change process. That they're going to have to be monitoring what the

central office is doing to be an arm of support down to the principal, and also how the principal is being an arm of support to those teachers.

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Mr. Bowmaster: So you know, leadership, I know we took more than five minutes, but I think it was critical to be able to really point out. And later when we get into talking about on the big diagram that we did earlier with Regina, you'll, some folks said what is TA01, TA02, TA03? We're going to be talking about those in a few minutes with Sandy Hart and Mike Hill. Now also, right and being good leaders that we are we're going to give you a homework assignment. In your folder or notebook there should be a blue paper, and it's just a chapter from our coaching manual about leadership. So if you will take that as homework to be able to read it and, and really discuss, and then when the psych coaches come out we'll be revisiting that with you. Thank you. [Tape cuts]

Ms. Gillam: Good morning.

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Ms. Gillam: Almost afternoon, it's getting close. I'm Diane Gillam and I am also with the University of Kansas Center for Research on Learning, and my role here is project manager for the work that we'll be doing with SPDG around Sim. And also we're still working with another project that is a part of this grant, and that's with the content literacy continuum sites. So that's a little bit of my background, but more importantly is what I'm in front of you to talk about now. So yesterday and building on the presentation from yesterday, and specifically in the handouts, pages 18 through 22, that you received from yesterday there was information around leadership and the roles and responsibilities. So Steve and Rick just finished talking about leadership kind of broad brush, well I'm gonna bring it down to a little more narrow focus. And so what I'm gonna ask you to do is kind of have in front of you the handout that you received on, with the flowchart.

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Ms. Gillam: It says leadership team, I just folded mine in half. So you'll kind of just set the stage, have that in front of you. And then the other thing I want you to do is in the handout PowerPoint for today, page five at the bottom, so is everybody set with their paper flurry? But you know, you were given them a purpose so we want to use them. So yesterday what you heard in the presentation is that part to really you're told the responsibility as leadership team and this transcends both the division and the school is for leading the charge for the health and well being of the school environment. Whoa, that's a, that's quite a charge.

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Ms. Gillam: Daunting even would you agree? But guess what, you can do it. Because you're not gonna do it alone, you're gonna do it as a powerful team, and so one of those ways to kind of start to make your mark is thinking about the roles and responsibilities of the leadership team and what each of you will have that responsibility and role of. And one of the most critical pieces that we know with any change effort, large or small, is communication. And so I'm gonna leave you with a profound statistic at the end, which will also set the stage for the next role and responsibility that we will talk to you about either large group and/or a combination of at your building level, and that will be data analyzer. So you've already assumed two roles, communicator and data analyzer, but for now let's look at communicator.

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Ms. Gillam: So to get us started this is what I want to do. I'm gonna read the first one, and then we're gonna talk about some activities that can support that. Because one of the critical pieces today is for you to have something in your hands, in your basket to take back, to get started with, to make a mark, to show a short term but actually a small win, that's what we want. So your building is well aware that you're out right? And so you want to quickly squash that grapevine, you want to make transparent every single thing that you have experienced here today. And we're gonna talk about how to get that done, so like I said I'm gonna start off and then after that there are six bullets and how convenient that I can divide so that you will each have two bullets to respond, and to read and we'll respond to it. So I'm just gonna start over here in this corner with Frederick County.

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Ms. Gillam: Then we'll move to Pittsylvania, and then we'll end up with Dinwiddie all right. So here we go, understands and articulates VTSS to others through collegial discussions, presentations, work sessions, demos or conferences. So really what we're saying here is repeat, repeat, repeat, look for multiple forums. So now what I want you to do is on your note taking sheet with your PowerPoint you have these bullets printed. And so just write across cause there are seven lines and we've got seven bullets, just right across on your sheet write repeat, repeat, repeat and look for multiple forums. That's what it's about. So now here is the activity piece, what could that actually translate to? What could we operationalize it as?

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Ms. Gillam: You have PLCs, raise your hands. Do you have PLCs, professional learning communities? Okay so that would be a way to do what? Communicate, share what you learned, right? Okay, what about oh here is a good one, faculty meetings right? What could you see taking place in a faculty meeting? Say it again.

Respondent: Dialogue, communication.

Ms. Gillam: Absolutely, right how about an overview, right? You could hunker down and put together an overview of what you learned here today or some of the questions that have been provided that you want them to start thinking about. So we've already identified two forums.

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Ms. Gillam: What else? Think about stakeholders, who have we not included yet? Excellent, parents right. Where could that take place? Say it again, PTO, right. Anybody having any back to school nights or even any, some seasonal celebrations? Exactly, conference nights or days, okay so I think we kind of get the, the flow there of where we're gonna be looking for this multiple forums, all right let's look at the second one. And that's gonna be handed over to Frederick, if you will just read it, somebody.

Respondent 2: Informs faculty about work session discussions and decisions, school wide initiatives.

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Ms. Gillam: So that's really again saying many different forums right, so what else have we not touched on as an example of a forum? What about department level meetings? Bring it on down, right? What else? What about school board meetings? Talking about a stakeholder group right? Steve you want to share?

Mr. Hale: No I'm just saying.

Ms. Gillam: He's communicating.

Mr. Hale: I'm saying that sometimes that's one area that we frequently overlook.

Ms. Gillam: Yep, but they've gotten, but they have a very powerful role as we know, and here is another place that you may want to think about how to inform the faculty is, the Virginia Department of Education website.

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Ms. Gillam: Go to instruction, and then under instruction you'll see supports. Click, and guess what's there? VTSS, and so that would be an easy way to get started, to be transparent, to say at a department or at a faculty meeting okay, here it is. Everybody click, let's get in, let's see what we see, let's see what questions we have. How does that fit? Good? Okay, bullet number three it's still Frederick.

Respondent 2: Communicates regularly with VTSS leadership team, faculty and administration.

Ms. Gillam: Oh that's a big one, and guess what that really is saying to us. Listen and wait for it, be listened to, listen and be listened to.

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Ms. Gillam: Okay, thank you very much Frederick. Now we're going to volley the ball over to Pittsylvania, and Pittsylvania you're starting with P, provides.

Respondent 3: Provides positive feedback to staff.

Ms. Gillam: All right, this is a big one, walk the talk and lead by example. That's really what that is saying. Okay, next one.

Respondent 3: Provides faculty with necessary information to facilitate successful student access to the curriculum at all tiers.

Ms. Gillam: And this is another one, walk the talk.

00:29:02

Ms. Gillam: And lead by example, but there is another piece to it and that is to explicitly, you don't have that word in your vocabulary yet, get it in there. Maybe we should put that in the new vocab section. Explicitly address any inconsistencies. I see a lot of heads nodding on that one. Tell me why you're nodding your head, why does that resonate with you? Anybody want to share? Right, okay, did you hear what she said? That is an issue that everyone needs to be consistent.

Mr. Hale: But they, by explicitly going into the information you, it takes away some of the anxiety of just glossing over, which is the general idea.

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Ms. Gillam: Absolutely, okay anybody else Carolyn?

Respondent 4: When addressing consistency they have to know what the expectations are too, and then be equipped with tools to do that job. [Inaudible 00:30:20].

Ms. Gillam: Absolutely, great anybody else want to enhance that, yes okay.

Respondent 5: I think your, your problem is we need to take a look at whether or not faculty have a, a broad [Inaudible 00:30:40].

Ms. Gillam: Agreed, absolutely. All right, well I'm gonna stop at this point and what I want to get a consensus on is the ones that you can do now.

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Ms. Gillam: Do now, so of the ones that we've been through what kind of jump out at you that would be the first ones that you could actually go back even as quickly as tomorrow, start putting something in place as far as communicating to your faculty what this is going to be about, what we are going to be about now? What about the first one? Collegial discussions, you know, we all, we all hear and we probably even have a real life experience of a major decision that was made now in a formal meeting, but maybe in a conversation in a hallway right? So informal discussions, pass the word around, but it'll be important for you to be thinking about your two minute or five minute elevator speech so that everybody is providing the same information.

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Ms. Gillam: And so really just to kind of get yourself started that's the reason why I pointed to those pages in yesterday's handout, and then also at the top of this handout of the leadership team to talk about, you know, who we are and what we're gonna be doing. So right now use the words that are given to you, don't struggle with it. And the more you say it the more you'll grow with it, and people will ask you questions and that will help you to be able to think about where you are sitting with that information, kind of like what Kendall was having you do yesterday. But the one thing that we do know is that there is no conversation that's too small. Even if someone says so you were out of the building yesterday, and you step up to that opportunity and say yes I was, and I'm so excited for what this is going to bring to our school. Don't personalize that time.

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Ms. Gillam: It's not about me, it's about our school so watch your pronouns, okay. All right another that you could do now is inform faculty about work sessions, discussions and decisions, communicate regularly with the VTSS leadership team, the faculty and administration is through technology. Who are our tech teachers or administrators here in this room? Thank you, so not to blow you out of the water, and if you don't have this in place this is one of those that you take an idea back. And you, you know, mull it over and think about how it might fit, or not, but come up with something. So you're gonna need to find a central location for all of your work to be transparent to your faculty, to your students, to your parents, to board members.

00:34:00

Ms. Gillam: They're probably one and the same, but that's what your charge is as well. So it could be for your in house it could be your share drive, if you have a share drive you could start a folder as soon as you get back. Go through your materials and decide what needs to be in that folder. Then the next thing it could be if you, if that doesn't work you could think about some place on your website or in addition to. We also know school divisions in the work that we've done use Google docs, so there is lots of different places. There is [Edmoto ?] people are familiar with that. There is Blackboard, so that's just to name a very very limited few, and some of you could come up with you know, much better and you'll know how to tailor it to the needs of your schools and your division. All right, so now we are down to the last two, and I think we are going to end up with Dinwiddie.

00:35:01

Ms. Gillam: Participates.

Respondent 6: Participates in discussions of VTSS [Inaudible 00:35:12].

Ms. Gillam: So what jumps out there should be when you're participating in discussions is that listen and be listened to. It's also walk the talk, lead by example, and it even can be that third of explicitly address inconsistencies. So you see how they all kind of start to build on each other, all right. The last one.

Respondent 6: Shares information about the VTSS [Inaudible 00:35:45].

Ms. Gillam: Absolutely and that's again multiple forums, repeat, repeat, repeat, listen and be listened to. All right.

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Ms. Gillam: So at this point do you have any questions or comments? Do you have at least one that you've already anchored with and that you may want to share with your team as a way to begin this role of communicator? These are your responsibilities, and what I do hope is that when you're thinking about this you are thinking about those kind of catch phrases that I use, repeat, repeat, repeat. And you're gonna see why, multiple forums, where can I find a place? Where can I be in a conversation? Where can I hang out at the teacher's lounge? Okay, where can I post a welcome back team announcing that we are going to draw the, you know, line in the calendar? This is where we got started, now watch us grow. You've got to be the cheerleaders, that's a part of the communication, listen and be listened to.

00:37:00

Ms. Gillam: Remember no conversation is too small, no one liner. So did you have a good time out of the building yesterday. Boy, oh boy did I, let me tell you why. Bring the notebook, you want to sit and go through this with me? I'd love to share it. Okay? All right, so as I said this is to get you started with the role and responsibility of communicator, I'm leaving you with a tease for the role and responsibility of data analyzer. I'm going to, I'm not reading it. You're reading it I'm sitting down.

Ms. Yanek: Ah, sorry about that. Steve lost that early on. I feel like a set up from the very beginning here. I appreciate my colleagues there, thank you very much. See what teamwork is all about.

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Ms. Yanek: Like I was saying the two outcomes of this activity is to get to know your self a little bit better, and take accountability for how you function in a team. And the behavior side of me will say, everybody go like this. Do you feel a breath? If you're breathing you're behaving okay. From, from the womb to the, to the grave you're gonna be doing something and you're gonna be doing it for a reason, and for a function, and you have a reason why you do what you do in team meetings. You have a reason why someone will ask, can we have some more information before we vote on that. You have another one who said let's just go out the door and do it, you have another one that says, can we have snacks here today. So you have to take and realize that's okay, and this will probably be one of your most freeing moments of your trip up here to Charlottesville. Because you'll validate first of all yes that's how I function it's okay, and you'll also be validated by your colleagues to go now I understand why you say that, or why you sit there and go like that, or why you say what you say, and why you take longer than me to respond to a prompt or a task.

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Ms. Yanek: So this is gonna give us that information and again it's understanding your directions. So what I'm gonna have you do to achieve that is each of you have a narrative that is, you should have picked it up when you got your notebook. It has the compass at the top, there is four short narratives, raise your hand if you do not have this. It would have been back at that back table with your notebooks. Raise your hand if you don't have one we'll have one brought to you. It's actually just a front sheet on this, it says the compass. So not the one with the picture, it's just a plain white sheet.

00:40:01

Ms. Yanek: ...Raise your hands up high if you don't have one. Okay it looks like most everyone has one, so what I'd like you to do is follow the directions that is on the screen. Take a few minutes, and we're only gonna give you about two minutes. Because as you quickly read down through this you're gonna be identifying yourself as one of those directions. Okay, now we've heard a lot of times, well I function in all the directions. And while that may be true because of history and experience of working and maturing through behavior and everything else you will probably function differently at different times. What direction do you tend to go to? Especially we're talking work environment now, we're not talking socially, we're not talking personally, we're talking professionally. So what direction do you go, ah ha that's me.

00:41:01

Ms. Yanek: And what I want you to do is to commit to that direction only, so read that quickly and then once you decide on the direction we're gonna have you go to that direction on our posters. [Talks over]

Ms. Yanek: Okay if I can have your attention, this is gonna be what you do next. I heard a lot of discussion so it sounds like your colleagues know you better than you know yourself, and you may find that true sometimes because they're observers. They're watching what you do, sometimes more than we see ourselves and that's a good thing. So you have to be able to trust your colleagues that sometimes they may be able to help cue you in on things that you're not aware of. So first thing we want to do is if you look up front it's got your directions up there, so if anyone misses it when I say it, you're gonna go to your directions. We have east over here, we have north, west and south and on the poster there are papers that have four questions.

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Ms. Yanek: Once you've assembled and you have everyone that identifies themselves as that direction as a group you're gonna identify one person who records. As a group you're gonna answer your questions. There is four questions, and then there is also gonna be little stickers there that identify you as having gone to the south section. So there is a like yellow sticker if you go to the south you put that on your name tag, cause that'll help you when you come back to your table see the makeup of your team when you come back. Once you're there answer the questions and make sure you identify one person who is willing to come back up and front and report out. Any questions on the directions? Okay you guys go to your stations that you found as far as your direction. [Tape cuts]

Ms. Yanek: Okay, hopefully the nice thing about this activity is first of all it's a lot of fun. It's, it's fun to get with kindred spirits who feel the same way and validate us.

00:43:03

Ms. Yanek: It's nice to see our colleagues that we knew were like that go to that direction, and we're like yes we knew that. We always knew that, and so but what it does for us is come to the realization that we're human beings that function very differently. But we all have strengths and weaknesses, and those strengths can be to the benefit of a team. And our goal as team members, our goal as leaders, they're still deciding on who is reporting that's east can you believe that. They were the first ones with the pen to the paper, let me tell you but, so what we're gonna do now is we're gonna take each question, and what I want you to recognize is first of all we want to acknowledge that each of the directions has a purpose and has a very good role on our teams.

00:44:00

Ms. Yanek: And as they talk about their strengths think about how those strengths would play out in the problem solving process we've discussed the last two days. Will it play out in data? In the perception that we have about data and when someone brings data to the table would it be helpful to have these four perceptions going around the room and brainstorming with this? Will it help to have these four strengths, different strengths when it comes to problem solving and identifying that big problem that we want to identify as a precise problem and goal setting? Will it help when we're coming up with interventions and solutions to those problems? Will it help with fidelity to know that all of these folks are out there amongst their colleagues with the same types of personalities and the same types of work behaviors doing the work for us? So when you think about the team compositions if you haven't got them in place, or if you go back and everybody has the same color you might go hmm, this may not work for us because we need everyone represented.

00:45:02

Ms. Yanek: So what we're gonna do is read one question, they're gonna tell the direction they're from. We want to listen carefully so we can see because these are the colleagues you're working with. The first question was what are the strengths of your style, and I'm gonna have them pass the mic. We want to make sure the mic is on and working before we do that. Or if you have a PE voice that always works. You might want to pass it down to the ladies if you don't have a PE voice. So first question is what are their strengths?

Respondent 7: You want me to turn it around?

Ms. Yanek: Yeah, or you don't have to.

Respondent 7: I represent those with yellow stickers from the south, applause please. We are it's contagious? We are contagious, empathetic, [likeable ?] and compassionate.

Respondent 8: Those of us from the west are practical, responsible, task oriented, and thorough.

00:46:00

Respondent 9: I am representing the north with the blue sticker, we said that our strengths were flexibility, we are focused even though you may not think we are, we are fun and we tend to be fidgety learners, and [Inaudible 00:46:18].

Ms. Yanek: So you like this activity.

Respondent 9: I love this activity.

Respondent 10: I'm with the east group, and I know the house fell on the wicked witch of the east and everything. Please no house fall on me, strengths of this group, problem solvers, thinkers, reflective, try to find a way how to do stuff, we get to where we want to be, forward thinking, committed, strategizers, logical, analytical and embrace change. And one of the things said is that those folks in the east, although some folks have difficulty with change we don't.

00:47:00

Ms. Yanek: ...And the nice thing about this activity, I said it was very freeing but it's also a very safe environment. So it's a great time to say wow these are very different strengths at sometimes someone else's strengths may annoy you, but

you gotta realize can you just imagine how they play out with decision making, with problem solving, with communication? Communication like Diane shared about may not be everybody's thing, but North you're out there out front doing it. West you thought about it and make sure everything is in line. The south you're gonna make sure everyone is cared about and nurtured, and that it's shared in a way that everyone is involved and everyone is considered in the decision making process. And East has got the big picture, they've got the visionary piece going on, so you can just see how that plays into all the things we've talked about the last few days.

00:48:03

Ms. Yanek: The second question is what are your limitations? What are your weaknesses?

Respondent 7: We tend to avoid conflict, actually we're too flexible, very vulnerable, and [Inaudible 00:48:15].

Respondent 8: Those of us in the west are too rigid, easily frustrated, inflexible, and unrealistic with our expectations.

Ms. Yanek: And yet those two are standing beside each other.

Respondent 7: Well let me reiterate a little bit when we got, we got into a lengthy discussion over avoiding conflict because I don't know that we necessarily avoid conflict as much as we [Inaudible 00:48:45], and try to resolve, build those relationships and resolve the conflict.

Ms. Yanek: And don't we--

Respondent 7: [Talks over] Instead of avoiding conflict.

Ms. Yanek: And don't we all want one of those on our team, so we want the peacekeepers there. We want them to be there in the midst of conflict helping us out.

00:49:02

Ms. Yanek: Okay the north, limitations.

Respondent 9: The north we said that we appear to be unfocused but like I said we are focused, that we are risk takers, and apparently we are appearing to be unfocused and we got bored with this whole process quickly because we only did two.

Ms. Yanek: Enough said right, all right how did, how did the east handle that one.

Respondent 10: All right the east, not always empathetic, perception of others interesting, non-conformity and pushback can create discomfort. And we're straight forward because we got stuff that we just gotta do.

Ms. Yanek: And just so you know I went around and counted how many, there was one wanderer I won't say who. He was just making a decision because he wanted to fit in in all of them, and what we decided about that was sometimes in our roles whether we're coaches, whether we're administrators we have to be able to read every direction, whether that's our natural instinct or not.

00:50:03

Ms. Yanek: We've gotta be able to respond to them and to coach them through that, so we may be more aware of all of them but that's not our natural instinct. But we had six north out of the whole group, we had 13 south, 12 east and 13 west. So it's really as a whole group here we had a really good mix, which is great for problem solving as a cohort one. So that's just some information you have, the third question was, which is, as my colleague says can get a little dicey when you're talking about this one, is which style is difficult for you to work with and why?

Respondent 7: Well we don't get along well with west because they're too black and white, they're way too by the book, and very inflexible.

Ms. Yanek: So West.

Respondent 8: We thought we really didn't get along as well with north and south because they tend to value relationships over results.

00:51:04

Respondent 8: And we've got another mentality, and I'm sorry you feel that way it's your job do it.

Ms. Yanek: Not holding back, all right north.

Respondent 9: West.

Ms. Yanek: I think--

Respondent 9: Because we don't like to follow rules, that was the end of discussion.

Ms. Yanek: And I don't think the exclamation points mean a thing do they? No, okay east.

Respondent 10: East, everyone else and probably on the top of the list would be north because they're too quick without thinking through their consequences, and there must be consequences.

Ms. Yanek: And you know we always found regardless of where we go the administrators most of them end up here, so it's interesting we had two, three administrators in a school division everyone else everywhere else.

00:52:05

Ms. Yanek: So we had to really manage that discussion heavily, cause it got kind of heated. So you can, then the last question was what is the other, what should the other directions know about you in order to work with you.

Respondent 7: South, we are collaborative, we value the impact of communication and people, and we work [as a group ?].

Respondent 8: Us from the west we want to get something done.

Respondent 9: We just, we like to multi-task, we get easily bored. So we're not gonna stick to something very long. Give me something to do. We will go do it and, and if it works it works, if it doesn't we'll try again.

Ms. Yanek: Okay and east.

Respondent 10: Okay and east, just the facts and we need time to reflect.

00:53:02

Respondent 10: It will be worth the wait, just don't jump and bombard us with stuff. It has to be done through, don't expect snap decisions. Time to make the best decision that produces the best outcomes is what the East is trying to strive for.

Ms. Yanek: Okay and remember yesterday George said that it's not the plans where things break down and outcomes being met, especially for student outcomes it is in do you remember?

Respondent 10: The barriers.

Ms. Yanek: The barriers, and barriers can be relational whether we want to admit it or not. Outcomes is what we're going for but relationally we have to manage that also, because that fuels our teams. And if you think about the question that was earlier posed about academic skills, academic behaviors, and an intra and inter personal social behaviors think about it from an adult perspective. We all know our tasks, and we're given new tasks to do. VTSS you've just been given tasks and a big notebook of what those tasks are, you also have behaviors you know that have to be successful. One of them is communicator.

00:54:00

Ms. Yanek: Another one is data analyzer, another one is listening and you could go on and on about specific behaviors, but there is also that inter, and intra personal and social piece that fuels this whole personality thing. So keep that in mind, value the other pieces, and make sure that you validate them and look about the composition of your teams cause it's huge for success and effectiveness and efficiency. So thank you all very much for sharing. Real quickly there is the discussion questions that we talked about, there is two other questions I wanted you to think about is what do you value about the other three styles? Make sure you think about that, because you do want to. There is no right or wrong in this, and while one is more abrasive to us than the other we need all of them. What is the value of having all of them on a team? And look at your composition at your table, and what does that look like, and do you have a good balance and solid balance. And what do you think would happen if you only had one, what if you had the east ruling the world or the north or the south?

00:55:05

Ms. Yanek: You would get a lot done but only in the context of what they feel is most important, whether it's outcomes or relationship or, or organization and details or vision. So we need each other, we need all of those, so just as a recap the north is action just do it. East wants meeting, they want the details. West is the structure, and then south is those caring and nurturing people. So hopefully you got something from that, and in your packets there is a four corners activity that is this activity that tells you the details of it, some discussion, debriefing and how to extend that. And it's a wonderful activity to take back to your full teams or to your faculties, so thank you very much....

00:56:00

Ms. Hart: You heard Kim talk about agenda-ish, this is going to be an agenda-ish move. We are going to go ahead and skip the formal break. Please take the

breaks you need, we're gonna skip the formal break so that we can finish up in time for lunch. My name is Sandy Hart, I'm one of the VTSS coaches. How many, how many of you are familiar with this saying? We use it quite a bit. We believe in the truth of it. I gotta tell you I'm not sure who this Stoner is. I decided to Google Stoners Law, and you wouldn't believe what I found. It kind of goes along with George Batsche's lava lamp, but anyway.

00:57:03

Ms. Hart: ...But definitely how many people in this room have been on the, in the position of creating discomfort by, by creating change? Creating discomfort or, and/or upset feelings? Yeah, lots of us, how many of have been on the receiving, on the receiving end a change has been made and we haven't been so comfortable with it? It's really a pretty universal feeling. I remember having textbooks pulled out of my hand, so you all are gonna go back and be change agents. And so we want to talk a little bit about how to approach that task. When people are upset with ideas and changes that you're proposing are they overt about it?

00:58:05

Ms. Hart: Not necessarily, a lot of times it's the passive resistance, and I thought George Batsche made a comment really early yesterday that was so pertinent to this. He said, it's a lack of belief in the work that stops things from happening. Very true, so you're going to have folks hearing this communication that you're planning as you go back, and they're going to have all kinds of questions in their minds. They're going, to me what's the first thing they're really gonna be thinking whether they say it to you or not? Why are you asking us to do this work? We all work hard, why are you asking us to do it? Why is it important to student achievement? How am I gonna fit it into the picture and what's it gonna look like?

00:59:02

Ms. Hart: There are some concrete answers to the last questions, and there are what could be called fuzzy answers to the first two, the why. And I really enjoy the concept in the book by Simon Sinek called start with why, I always think of that when we're proposing change, start with why. Isn't that what folks are asking? So I have a little video of Simon Sinek describing to a group of business leaders the start with why concept. And I'd like you to listen for how he describes Steven Job's why. [Tape cuts]

Ms. Hart: Did you hear the words that he used to describe the why? Belief, purpose, that reason to get out of bed in the morning.

01:00:00

Ms. Hart: I heard some statements today that I thought were beautiful belief statements. The Maya Angelou that we've referred to already a couple of times about doing better, but your belief statement doesn't have to be poetry. There was a comment earlier about we want to work hard to do what's best for our at risk kids. I just urge you in your communication to keep that, to, to decide what your, what, how you're gonna use your voice to express your why, and some of that other information will come flowing right after it. The other question, why is this important to student achievement? You saw some slides yesterday of results from other states, in your handout you have slides from the results in Virginia. A reduction in discipline referrals through our PBIS efforts.

01:01:02

Ms. Hart: And that time saving for administrators that George Batsche talked about, 36 administrative days saved. And how about this connection? He talked about the, when the child is not having a discipline incident the child is engaged in academic time. We see that in Virginia. We see improved SOL results through VTSS in Virginia. We see teachers committed to learning strategies that work through Sim. So we're not going to do this, but we want you to think about it, what will the answer be to your why questions?

01:02:00

Ms. Hart: Those of you, the teachers in the building, your role in communicating this is gonna be so huge. Thanks for being here, and we're anxious to hear what your, what your why is gonna be. And the next part of our session, we have a special guest. Okay, I want to thank Mike Hill for being with us today. Mike represents the Office of School Improvement at the Department of Education, and he's gonna help us make that connection between what we're doing at VTSS and school improvement. And I, we have some prepared questions for Mike. We're going to grill him a little bit, but we won't be too hard on him. And he's, he's been kind enough to agree to come up and share his ideas.

01:03:02

Ms. Hart: Okay so Mike, question number one, has the focus of the Office of School Improvement in working with schools changed from last year to this? What are those changes and how do they benefit the process of improvement?

Mr. Hill: Before I, before, is it working? Oh good, okay, I don't hear mine in that one, before I get started with answering I wanted to just thank you guys for inviting the Office of School Improvement to be a part of, of this. And I think it's

going to be a, a great partnership, and I think that it's not a new partnership for us necessarily. But it will be strengthened I think, and hopefully you know, through this participation so Cyndi, Tom, thanks and Sandy. Sandy and I met for the first time today, we've been emailing and talking on the phone a couple of times.

01:04:04

Mr. Hill: And the last word I got was Mike we just want you to answer some questions, no need to do a presentation. No need to put anything up on a slide, and I'm thinking okay. How do you share information, it's easier to share information at least if it's on a slide that you can just run through. So anyway, so bare with me, because anybody that knows me knows that sometimes Mike has a lot to say, and has a lot of points to make at times. Even though I'm very quiet at times, so it was really difficult for me on this north, east, south, west thing too, real difficult. And as it is I'm sure it was for y'all. I know some of you in the, in the room and have worked with some of y'all, and again it's great to be here. I remember with Rick I wanted just to share this real quickly.

01:05:04

Mr. Hill: When Rick was superintendent he worked with our office, and just really quickly I just wanted to say kudos to Rick because he brought a lot of great insight even to our, not even to our office, but to our office from the aspect of how superintendents can work. And how superintendents can work their school boards, and how the communication as it's been talked about so much this morning already of how important it is to communicate and to provide information so that everybody is on the same page. And this is what we're up against, this is what we've got to do, you know, let's share you know, what are some ideas. So anyway, and then Rick served on some panels for us when we were working through some, some school improvement things.

01:06:00

Mr. Hill: So anyway you want to, just want to let that ring because it is, that communication is so important. Okay, back to the question, yes the office has changed. When I was writing some things down I just, and I'll go real quick because I know we don't have a lot of time. I don't want to, I certainly don't want to go through 12 o'clock because we won't have anybody in the room if we do. We have more schools. It's changed because we do have more schools. We have less dollars from the state and federal. The Office of School Improvement for those of you who do not know, we have nine people in the Office of School Improvement that includes everybody that does omega for grants and stuff. And that includes the secretarial staff, which is one person, and so you know, we have 528 schools that we're responsible for and 105 divisions.

01:07:03

Mr. Hill: I did have notes, so I'll, this will help me as I walk through it. So the point is, is that there is a lot to do, and so we have to work together. We have to join together in, in, in making it happen for the kids. We do have 41 contractors that work that we call our Office of School Improvement contractors, and I just wanted to give you that information when you're thinking about the Office of School Improvement. We have streamlined our communications this year, it's one change for us and I think it's a great change in that there are certain people in our office that our divisions communicate with and are assigned to, to communicate with. So you as a division and a contractor would know the person in our office who your contact person is.

01:08:00

Mr. Hill: And then that contact person in our office will get the answer for you if they don't have the answer themselves for your question. So I think that's a, that's a really good thing. And the top priority this year our schools [award ?], the accreditation we had a number a lot of schools this year, that's more schools for this year that are in award status. So that's a, a top priority for us, and as you guys know there is a different process in place for accreditation this year. And it's totally, and it's brand new, and it was developed this past summer and fall. And you know, we're probably still working out some tweaks with it, but we think it's going fairly well. We've had some good response from some of the divisions saying that during the regional meetings that wow yeah we do really need to look at our curriculum and is it aligned? So that's a top priority.

01:09:01

Mr. Hill: And it's division, division led for the first time as you guys know, so we are now having the reviews division led. Another priority for us this year is getting back to that and trying to reinforce and apply some technical assistance for the core instruction. I think it's very apropos to be here talking you know, with you guys all about tiered instruction and what we need to do is beef up that. And I think you've already heard some of it from yesterday from what I understand, we all know that we need to make sure that we're doing everything that we can do for the classroom teachers. So that we don't have, you know, we need to not have the, the tier twos and tier threes. You know, we need, we need to be all you know, from that initial point of instruction, so we're doing what we can do from our office aligning ourselves with the Office of Instruction, having webinars that they're providing for our folks in the field.

01:10:03

Mr. Hill: And so we're, we're trying to make that as a priority for our office. The technical assistance, the DTAP, what we called it this year as you guys know if you haven't already accessed it the differentiated technical assistance page on our website, the OSI website, has a lot of really good technical assistance presentations with guides that, that can really help you with your work. And also this year as you guys know there is the webinar series that y'all are participating in I would suspect with Kathleen Smith. And those are really good, I mean this is like, this is good for everybody with aligning curriculum. So it's really, it, it's really good stuff. Indastar has changed also, we're not spending hours, and hours, and hours on webinars with Indastar this year.

01:11:02

Mr. Hill: For those of you who are new it might be a little bit more difficult because you've gotta sit down and really immerse yourself in a video or a, a presentation. We're not doing live presentations with Indastar anymore. But the great thing is, and I know it's on your checklist that you have the student improvement support sessions. [Dr. Hollerman ?], I guess if you don't know [Dr. Hollerman ?] yet you will get to know her because she is the guru with, with Indastar and the platform of Indastar let alone school improvement planning. So, so some of those changes have come about. And the great news also is that we're continuing with our, as you know, the required TA01, two and three required indicators this year. So that's my answer for number one.

01:12:00

Ms. Hart: Thank you, what are some of the ways that the Office of School Improvement collaborates with those promoting VTSS to support schools?

Mr. Hill: Well just as we were planning this the Office of Student Services and the OSI office got together and there was a communication sent out, I know that the coaches know that are here in the room, of a, what I would call a really official way if you, if you, if you, if you, no other way to say it that it gives permission for the two to collaborate. Coaches from the OSI, coaches from VTSS to collaborate, share information, because it's all a part of working you know, towards helping the students in the schools.

01:13:00

Mr. Hill: So that, that communication has been sent, and the coaches will certainly share it with school folks and division folks if it hasn't already been shared. So that's one great thing I think that, that's really really good. When I retired in 2005, I only work for the department part time, and I was retired in 2005

I went out and was a past coach for four years. So I worked directly with principals and central office staff just like some of you in the room did coaching. And one thing that really used to get to me as a coach, cause I thought it was mine you know, I thought when I'm in this building what we're talking about is you know, so I wanted to know but really the better thing is I would, I was thinking that it would be great for people to collaborate. Those that are coming to the building helping to collaborate with each other, so when I was coaching with the schools and divisions I tried to make that happen because I thought it was important for everybody to be on the same page.

01:14:03

Mr. Hill: So, so it's good work. OSI staff do, or are assigned if you will, are a part of the team meetings with Cyndi and Tom. So that's good for you guys to know that that's going on at the, at the department. Also there has been some of the coaches attending that they're going to be some of your coaches attending training sessions that we have at William and Mary for our coaches. So they're all together hearing similar things and sharing actually, we've had some presentations from, from coaches in this room at those meetings. So that's, that's some collaboration going on. And also one last thing, I know I gotta hurry up, one last thing that I think is important, we have an intra-agency team at the, at the department. And I think it's really important for folks in the field to know that, that we have several vehicles in place in the department.

01:15:07

Mr. Hill: One of which is the interagency team, and we meet, I chair that, and we meet several times during the year. And what we're trying to do is align ourselves with our work. And, and it's really important work, and I wanted to lift that because Tom and Cyndi have, are very involved in, in, in the team, or with the team. And so VTSS is, is lifted all the time, and the work that's being done is really an example that, that we need to be a part of, all of us need to be a part of to, to help us align ourselves with the department. So I wanted to lift that because it's important that you guys know at the department we're trying to practice similar things that we're asking divisions and schools to practice.

01:16:02

Mr. Hill: And, and you know, I personally feel like that's really important.

Ms. Hart: Thank you, have you, have you in the Office of School Improvement noticed a correlation between achievement and behavior? Is this something that you hear about from schools?

Mr. Hill: Sure we do, and we have a conversation in our office all the time. I've been there almost five years now, and you know, from day one you know, just all we work with is you know, the academic end of it you know, we have to get the whole child involved. And so you know, it's decisions that you have to make, and so we have along the way always had the entire child in mind, and wanting to do, do what's for the good. So yeah, and it does impede, you know, it does impede that, and when you have as you guys know, when you have challenging behaviors if you will in, in your school you know, it, it is difficult.

01:17:06

Mr. Hill: And we can't say it's not difficult, so with y'all out there and working together and in spreading the message, and, and being on the ground it's, it's, it's very very beneficial. So yeah we do, and, and we have over time one, one last thing, we have over time in our office, I don't want to say that we haven't because we certainly have, I spent half of my career in special Ed. So I'm, I'm very aware of working with students with severe disabilities, and in principle in a school that had a, a fair amount. And so I'm all about trying to help every child, so I know it was something on my mind when I came to the department. But at the same time we have had some, I know Old Dominion I think, ODU is represented here, I know you guys did some classroom management about four or five, four years ago for some of our schools.

01:18:08

Mr. Hill: And webinars and training and so that, that was, and so we have reached out PBIS, mainly through TTAC has helped a lot of schools out. Through our needs assessment, I'm jumping around cause I'm trying to hurry, our needs assessment which we do on a yearly basis with the divisions, you know, that comes to the surface as that being a need then yeah we, you know, we reach out and try to find whatever assistance and technical assistance we can you know, to find some help there.

Ms. Hart: What practices do you see across the state, which are having a significant impact on student achievement? That's a tough one.

01:19:00

Mr. Hill: This is a big one. This is the one I, I grappled with and I said, Mike you just can't say one, two, three because there is, there is a ton. And so what I ended up doing was, and I told Sandy this morning what I ended up doing was you know, having a page full of things that you guys have really already, you already know. You've already been talking about it his morning and yesterday I'm sure, but I just want to run through them. And if anybody wants to, and I pulled

some of this, a lot of it from a PowerPoint or a PDF document that's on our website, on the VTAT TTAC page that I worked on. And, and I did this past summer, and it's, it really was pulling together experiences in our office, you know, working with divisions and schools, and then what I may have done some in my, in my experience, and then people sharing.

01:20:01

Mr. Hill: So anyway here we go, and, and I will let you know where I think we are as a state in working with divisions and schools. Where the great things are going on, and where we still need to be going, embracing improvement as a journey of opportunities. When we see a school or a division come to work with us, and we work together with them you can see immediately whether or not this is the have to be thing, or whether or not it's being perceived as an opportunity to grow. It's an opportunity to, to really provide some assistance to our school, so that's a really big thing. And I think that we still need to grow there, I think that you know, seeing that as an opportunity is, is very difficult. Beginning with the end in mind by visualizing the big picture.

01:21:01

Mr. Hill: So many times we're working with principals, and I was a principal myself so you know, I feel like I've shared this. You know, you have so many people coming at you, divisions the same way, but that's the principal, Mike can we do this? Can we do this? What about the next PTA meeting? What about our next assembly? Can we do this? And then you know, what you have to do, what I tried to do is say, you know, is it in our plan? Is this something that we can work out, that, that we can work in? Look at the calendar, let you know, I will, I will see what we can do if we can do it we certainly will. So anyway, the point I'm trying to make is that so many times some of that deliberation isn't done, and so many times it's like okay put it on the calendar. And so that's kind of what I'm thinking about the big picture, you know, sometimes it's difficult.

01:22:00

Mr. Hill: But you have to have the big picture to really know where you're going and, and visualizing it. Then this is not in any order, cause this should have been first, focusing on the student. And that's been really a great thing to see, cause I think that our work with schools and divisions, I'm not saying folks weren't doing it before. But what I'm saying is, is that I think there is a stronger focus on individual students today from the division and the schools, especially from the divisions, than, than there was in the past in some instances. So it's hard for me to sit here, stand here and talk say it wasn't going on cause I'm not saying that. I'm just saying it's a stronger, you know, it's a push to say year you know, we

need to do some of that. We need to put the student first. Implementing processes, this is another one that, that processes and procedures in the school.

01:23:01

Mr. Hill: So it's another really big one that, that sometimes we don't have, and if we had processes and procedures then a lot of the questions you know, may not be asked. And, and, and, and we would just be following the process, and so I'm just moving along. Division support, the will to do the right thing for the students, and when I say that it's difficult to, to do many many times. And I'm not saying that it's not difficult. But, but having the will to really say well dog gone it this is the best thing that we can do for the kids. And, and try everything you can do to make it happen. Align support with the needs of schools, that's really a big one that is with our work in our requirements it has really unfolded. You guys are gonna be a part of that division school thing, and it's really important and I think that the divisions you know, and these three, the three divisions that are represented here have been a part of the work already from, from, from our office.

01:24:10

Mr. Hill: And know kind of what that's all about and I think that's, that's a great thing. Assigning team members, that's a part of your plan already from the division to the school improvement team. Scheduling monthly meetings, having the division leadership team perform monthly visits. That's, that's something that's powerful, you know, going to the school and do the classroom visits, the central office team. Practice fearless leadership, what I call fearless leadership at the division level. Possessing the courage to disrupt, so many times you know, it's oh I don't know. I don't think so, and I'm speaking for myself and when I say this I'm speaking for myself. I was there, and but what you have to do is just know that, keep that focus on the child, keep that focus on the child and what's the best thing for us to do.

01:25:04

Mr. Hill: Expanding every, believing and expecting every child to learn that's, that's already been mentioned today. I heard somebody mention it today, that's a biggie that I think we're, I think that we are crossing that now from the work that we're, that I've seen from our office. Expecting school specific assistance and support from the division leadership team. We're seeing that, you guys will experience that through your work here. And highly engaged in the teaching-learning process, principals become much more, they even end up thinking that they're experts you know, not that they're not, but experts in the teaching-learning process because they, they know how valuable it is as you work with it. And I

know I'm speaking to the choir here, but that's really important. And I think we're doing a much better job of it from my vantage point.

01:26:00

Mr. Hill: Teamwork, adopting teamwork in a way, and I've already heard a lot of that this morning, as a way of doing business with the division and school. Teaching and practicing teamwork, so we, we just expect it, you know, we're gonna do this guys. Well you have to teach it and you have to practice it for it to really come, come over, and I think that we're doing much much better in the teamwork area. Developing and nurturing the culture of candor and support, we've talked some about that already, that positive climate and then celebrating learning. I'm a big proponent of that, and I don't think we do it enough. I don't think we do enough celebrate learning. We do it for the high flyers, but we don't necessarily do it for the students that are struggling each and every day. I remember being over the intercom saying certain things about some of our students that were not doing well academically, and they were working with a reading teacher, whatever.

01:27:00

Mr. Hill: And I, I looked at their name, they're doing, Laura is doing a great job blah, blah, blah, and I mean her smile lasted for a long time hearing her name over the loud speaker. I think that's, to me that's celebrating learning, talking about learning, and there is a whole lot of other things you can do to celebrate it. Classroom instruction, be my timer, this is where [Inaudible 01:27:28]. Classroom instruction, maximizing the VDOE websites, maximizing use of them. If you guys aren't on there all the time, if you're not receiving the instructional updates for math, and reading and science that are sent from the central office then you need to ask for them. You know, but, but one school division told us that they did some research on it in their own division, and said that 70, 72 percent of, of the teachers that were on the website using the materials from the VDOE website had much greater gains in their, in their student's, in their SOL testing.

01:28:16

Mr. Hill: So I can't tell you enough, and, and, and again the website, there is a lot of stuff on the website, but that instruction website is really the, Teacher Direct specifically is very very good. Job-embedded professional development for teachers, that's been a big thing that has been happening, and that's great because we need to, we needed that. So I will certainly say that's something that I see coming along. Requiring the use of instruction, research evidence based instructional practices and formative assessment strategies in the classroom. I think requiring, that goes back to processes, that goes back to, to this is what

we're about guys. You know, it's not what you see in Mrs., Mrs. Morgan's class or Mr. Waltrip's class.

01:29:07

Mr. Hill: It's what you see all over the school, that's the expectations and that's where, that's who we are. So that's where we need to get, I think we've still got a lot of work to do in that area. Requiring instruction that is tiered, and student specific. You guys are all about that, we're getting better guys. We are getting better in the state from, from the work that we've been doing and the TA01, two and three has landed. That's, that has really got the folks on, on that whole area, cause that was a, that was an area that was hard to get ahold of. And they're requiring multiple data points, that's also one of those areas that not only collecting data but how to use the data. What do you want to do with it now? So that's, and we're getting much better at that I believe. And then providing adequate teacher planning and preparation time.

01:30:01

Mr. Hill: And that gets back to you know, lesson planning, that gets back to that initial core instruction that's going on and we need to make sure that we are. And we're not, we're getting better at that too in the schools and divisions that we've worked with. But we also know that there is many, there are many divisions and schools that are not providing that adequate amount of time for, for teachers to, to plan and prepare. I had some things on the school improvement planning, but, but we'll, we'll forgo that.

Ms. Hart: And we did also agree that you are pretty familiar with the Indastar, whoops, oh you, with the Indastar requirements, TA01, 02, and 03. So we're just gonna highlight where those connections are that we see VTSS as supporting 01, 02, 03.

01:31:00

Ms. Hart: It's really what we're about, and we also want to emphasize the importance and the critical element of those tasks under those requirements. As you know you keep working on them, and sometimes you want to add tasks. There is an excellent guidance document on the web giving some really helpful questions to ask yourself as you think about tasks. And the, the coaches know about it, and they'll be prepared to help you with those tasks as you, as they come to visit you in the future.

Mr. Hill: That's, let me interrupt there if you don't mind Sandy. That is the biggest thing that we have seen in improvement planning. It's not Indastar, it's not the

platform of Indastar, it's the paper copy that you might have, you know, whatever it is, it's developing the tasks that are going to make that indicator happen.

01:32:06

Mr. Hill: That's, the indicator is the what, and the task are how are we gonna do it, and that's one of the biggest, biggest things that schools have had and divisions have had trouble with. And as Sandy said, those, you're lucky, we're all lucky because we are putting on the PowerPoints more information, more specific information as to building the tasks for even TA01, two and three, anybody that as on the webinar this past week with Kathleen. It was targeted inventions, and that PowerPoint has examples of a task built for TA01, two and three.

Ms. Hart: And with that I'd like to thank Mike Hill very much for coming and talking with us from the Office of School Improvement, thank you Mike.

Mr. Hill: Thank y'all Keep up the good work.